DOCUMENT RESUME

ED 124 563 SP 010 206

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TITLE Design and Management of a Competency Based Teacher Education Program.
INSTITUTION Madonna Coll., Livonia, Mich.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Teacher Preparation and Professional Development Services.
PUB DATE [75]
NOTE 50p.; Paper presented at annual meeting of Association of Teacher Educators (56th, St. Louis, Missouri, February 3-6, 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Behavioral Objectives; *Educational Objectives; Elementary Secondary Education; *Models; *Performance Based Teacher Education; *Program Development

ABSTRACT

A model of competency based teacher education for kindergarten through grade 12, and the processes by which it was developed, are explained. A data sheet on each of seventeen competencies identifies the desired teacher competency, pupil performance objectives under the Michigan Educational Assessment Program, enabling criteria for the campus and the field, and contract terms for the campus and the field. Competencies in the following areas are pinpointed: learner development, communication, knowledge of school and community, district curriculum information, content knowledge, classroom structures and methods, educational objectives, identification of entry levels, teaching resources, assessment and evaluation of pupils, design of evaluation systems, evaluation of instructional process, self evaluation, learning theory and reinforcement, classroom reinforcement, motivation and self-concept, self-direction and goal setting. The process by which the competencies were defined, including input from master teachers, is noted. Included is the narrative of a tape and slide presentation on the development of a competency based teacher education program for elementary schools. (GW)

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Design and Management of a Competency Based Teacher Education Program

THOMAS E. GLASS
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This paper or presentation is the summation of a Competency Based Teacher Education Funding Grant from the Department of Education, State of Michigan in 1974-75. The author served as a sustaining consultant to the project which was housed at Madonna College, Livonia, Michigan. In addition, the author also served as the Chairperson, of the Michigan Consortium of Colleges and Universities on Competency Based Education.

The objectives of the presentation are to acquaint the participants with the processes and final products of the project which resulted in the formation of competency based teacher education program model, currently being implemented by several Michigan teacher education programs.

Prior to the awarding of the grant, Madonna College staff had developed a series of general and specific teaching competencies felt to be the essence of a teacher education program. After the awarding of the grant, an extensive series of meetings and conferences were held with representatives of public school systems to collectively explore generic teaching competencies at the elementary level. The Madonna competencies were used as lead items to discussion. The final result of six months of meetings between college staff and field professionals was a collection of seventeen generic teaching competencies at the elementary level agreed upon by college and educators in the field.

Upon discovery of the seventeen competencies, project personnel then began to develop specific contracts and facilitators dealing with each of the competencies. These contracts and facilitators serve as a guide for teacher educators and students in achieving the competencies.

In addition, the competencies were matched to the Pupil Performance Objectives of the Michigan Educational Assessment Program in Language Arts,

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Mathematics and Social Studies. Thus, each of the seventeen competencies was examined as to its relationship with nearly all of the Pupil Performance Objectives now taught in all Michigan classrooms.

Lastly, a brief audio/slide project and accompanying manual were developed to furnish professional educators with an overall view of the project and its products.

The presentor would like to demonstrate how the above project is one key part of the Michigan effort toward moving all teacher education into a CBE model without state mandation. Also, what processes were used in defining competencies which were acceptable to both teacher educators and field practitioners and then relating them to current accountability models.

In general, the presentation will show exactly how a competency based teacher education program can be developed through cooperation, research and coordination with already existing educational programs.

The importance of the presentation would be sharing of the components of the model but more importantly the outline of the process by which the competencies were discovered and related to existent programs.

Packets containing the body of the paper, plus the competencies and their contracts and facilitators would be available to each person attending the session. Also, a fifteen minute audio/slide presentation could be presented. These items are available for inspection at this time. The project is one of eight that has been funded by the Department of Education dealing with competency based teacher education.

LEARNER DEVELOPMENT

COMPETENCY

Demonstrates a basic knowledge of child and adolescent developmental and psychological stages.

MEAP Pupil Performance Objectives — Michigan Educational Assessment Program

RE (Reading) 10,22,27,33

WR (Writing) 4,12,25

SL (Listening) 3,4,5,6

KNOWLEDGE/COURSE

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ENABLING CRITERIA

Demonstrates assimilation of theory and content in general education, major and minor areas and professional courses.

Campus Based

CONTRACT

The teacher is able to identify the various stages of child and adolescent development and give commonly accepted behaviors of those levels.

CONTRACT

The teacher is able to list the physiological developmental crises and give reasons as to how they relate directly to learning.

Field Based

ENABLING CRITERIA

Applies theory in simulation/teaching situation as demonstrated by specific contract.

CONTRACT

Applies principles of growth and development to determine the prerequisite skills or characteristics of learners as evidenced by writing and logging of lessons where:

1. lesson is representative of grade level
2. lesson is representative of age needs

CONTRACT

The teacher when given a classroom of learners will be able to identify behaviors common to adolescent learners and give strategies to utilize those behaviors in the learning process.

COMPETENCY

Demonstrates ability to communicate through spoken and written media to learners, parents, and professionals.

MEAP Pupil Performance Objective — Michigan Educational Assessment Program

SL	1,2,3,6,7,9,10,12,15,16,17,18,20
WR	14,19,22,23,24,32,34
AR(IA)	1-38
(IB)	25,26,27,38,41,44,45,46,47,50,53,55,57,59,61,64,67,84
(IIA)	7
(IIB)	11
(IIC)	16,27
(IIIA)	9,11,18
ME(IIA)	1,2,3,7,8,9,10,11

KNOWLEDGE/COURSE

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ENABLING CRITERIA

The teacher will be able to utilize communication skills in transmitting information from texts.

CONTRACT

Give a classroom simulation problem in communication the teacher will be able to communicate a pre-determined message through at least two modes to an evaluator.

CONTRACT

Given a simulated situation the teacher will be able to compose written and oral passages taken from texts to be communicated to a second party. Before the communication act the teacher will list the objectives of the material and after the communication the second party will list the information received.

ENABLING CRITERIA

The teacher will apply communication skills gained in college/university in a simulated/teaching situation.

CONTRACT

The teacher will hold parent-conferences for the purposes of communicating achievement information to parents.

CONTRACT

The teacher will hold conferences with curriculum specialists to communicate information about specific achievement problems of learners.

MADONNA COLLEGE COMPETENCY Interpersonal Relations

Activity
Given a group of students (6-30) conduct a group meeting with the children to identify and seek a solution to a problem in order to demonstrate the ability to promote successful interaction in the classroom.
Performance Criteria
You will be evaluated on your demonstrated ability to achieve the objectives of this meeting and:

1. to involve many children in the group discussion
2. to integrate the isolated, disliked child
3. to develop positive feelings in the students toward each other

Campus Based

Field Based

COMPETENCY

Demonstrates or shows evidence of participation in the school/community in which learners reside.

MEAP Pupil	Performance Objective
RE	13,31
WR	22,24

Michigan Educational Asse-sment Program

KNOWLEDGE/COURSE

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ENABLING CRITERIA

Gives evidence of understanding sociological concepts derived from college/university courses.

CONTRACT

The teacher is able to list the various types of communities existent in an identified geographical area and give the sociological make-up of each.

CONTRACT

The teacher will be able to list the characteristics of high friction and low friction school boards and be able to show how the school environments is affected.

ENABLING CRITERIA

Show evidence of a knowledge of educational sociology in direct participation in the school community.

CONTRACT

Given a designated community the teacher collects information from various sources such as social workers, community officials, public health personnel, teacher education association officials and parents about the role and relationship of the school in the community.

CONTRACT

The teacher participates as an active member in one or two community organizations which have direct relationships to the school.

Campus Based

MADONNA COLLEGE COMPETENCY Parent Teacher Relations

Activity

Prepare an audio tape of at least 30 minutes, of at least 3 different parent teacher conferences. Identify the purpose of the discussion, e.g.:

Eg. a) to interpret child's capabilities to parents
b) to tell parents their child has serious problems
c) to help a student with a problem home situation
d) to get parents to take an interest in the child's work
e) to contact an unresponsive parent.

Identify the level of the interpersonal relationship established. Identify the amount and nature of the cooperation to be expected.

Performance Criteria

You will be evaluated on the basis of your analysis of the conferences, or on your own behavior during the conference, if these are tapes of yourself. You may simulate the conference by having a teacher take the role of a parent and you role-play the teacher. Prepare the script of the nature of the problem in advance.

TEG5222-3

DISTRICT CURRICULUM INFORMATION

COMPETENCY

Demonstrates knowledge of administrative policies, learner performance objectives, curriculum guidelines, texts and other instructional materials and their relationship to school pupils.

MEAP Pupil Performance Objective

RE 41

KNOWLEDGE/COURSE

ENABLING CRITERIA

The teacher will be able to utilize knowledge of curriculum and teaching by objectives to perform tasks in curriculum planning and administration.

CONTRACT

Given a copy of learner performance objectives at either a grade level or in a specific content area, the teacher will cross index the respective objectives with the content text.

CONTENT

Given a copy of school district curriculum guide, the teacher will cross index the curriculum guide with respective content book pages.

ENABLING CRITERIA

Applies theory and understanding in simulation/teaching situation as demonstrated by specific contracts.

CONTRACT

Given a copy of the school district curriculum guide the teacher will demonstrate that the subject matter guidelines have been followed by:

1. preparing a lesson plan with available content materials.
2. presenting the lesson

CONTRACT

Given three texts related to a specific content area, the teacher will discuss and record those methods/techniques suggested by the texts and then implement them in a classroom setting.

MADONNA COLLEGE COMPETENCY Curriculum Development Text Book Evaluation

Activity
Choose a selected area of the elementary and/or secondary curriculum, e.g., measurement, sentence construction, cultural differences, and do an in-depth study of at least three textbook series of the subconcepts and skills treated, the sequencing of instruction, creativity of materials, teacher aids, cognitive level of development, grade placement, etc.

Performance Criteria
You will be evaluated either on
1. an oral review of one of the sets of textbooks or materials
or
2. a comparative study of the series on the criteria you judge important.

TEG5222-4

CONTENT KNOWLEDGE

COMPETENCY

Demonstrates adequate knowledge of subject area content and gives evidence of a determination to update this knowledge on a continual basis.

MEAP Pupil Performance Objectives

RE	3,5,6,14,17,22,23,24
WR	4,5,6,10,15,16,17,30

KNOWLEDGE/COURSE

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ENABLING CRITERIA

Gives evidence of understanding theoretical concepts related to specific content area.

CONTRACT

The teacher will satisfactorily complete college level courses comprising a content area major and minor.

CONTRACT

The teacher will prepare lessons in a given content area with minimal reliance on texts and other prepared materials.

ENABLING CRITERIA

Applies theory and understanding in simulation teaching situations as demonstrated by specific teacher/learner contracts.

CONTRACT

The teacher demonstrates adequate knowledge of content by not making obvious errors and presents material in good oral and written English encouraging learner self-direction And, when faced with lack of knowledge in a specific content area the teacher will initiate teacher/learner planning to generate possible answers.

CONTRACT

The teacher will belong to/or be aware of professional organizations, attend in-service programs/or read professional leterature in his/her content area.

CLASSROOM STRUCTURES AND METHODS

COMPETENCY

Demonstrates knowledge of various classroom organizational structures and instructional methods.

MEAP Pupil Performance Objectives

SL	1,2,3,4,6,7,8,9,10,11,14,18,19,20
WR	2,3,5,7,9,13,15,16,17,18,20,21,23,26,27,28,30,35,36
RE	1,2,3,4,7,8,10,11,12,14,15,18,19,20,21,25,26,28,29,30,32,33,36,38,40,41
AR	All
ME	All
GEO	All
AL	All
PS	All

KNOWLEDGE/COURSE

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ENABLING CRITERIA

The teacher is able to assimilate and utilize information about various classroom organizational patterns.

CONTRACT

Given readings describing different classroom organizational structures, the teacher will compare and contract three such structures.

CONTRACT

Given a specified content area the teacher will plan a unit of study for a specific classroom organizational structure and then adapt it for use in another specific classroom organizational structure.

ENABLING CRITERIA

The teacher will utilize knowledge gained from media and organize classroom settings in accordance with various models.

CONTRACT

Given a specific classroom, the teacher will make a learning center and introduce it to the learners.

CONTRACT

The teacher will take information gained from the media on open classroom organizational structures and begin to set up such a classroom in a school.

MADONNA COLLEGE COMPETENCY Team Work

Activity
In a group of 3 or 4 working together, choose a skill or concept area at an appropriate grade level and:
1. identify a set of basic skills needed to achieve mastery
2. design a device for assessing students' entry skills
3. construct a sequence of activities to help students achieve these basic skills

Performance Criteria
1. Submit all work as a group giving credit to persons where it is due.
2. Log the time taken to reach decisions and accomplish the tasks, i.e:
   a. to get the group together
   b. to decide upon the concept or skills to be learned
   c. to develop the list of basic skills or concepts
   d. to produce a list of activities
   e. to collect and locate the materials needed
   f. to identify or construct measuring devices
3. Arrange for a conference with the coordinator to discuss the effectiveness of the effort in terms of time taken and task accomplished.

MADONNA COLLEGE COMPETENCY Learning Games Validated Instruction

Activity
In a grade level and subject area of your choice, develop a learning game that will motivate the students either to--
1. develop mastery of a skill or--
2. develop a higher level of cognition e.g., application, analysis, synthesis.

The game must have an instructional performance objective. Be sure to validate the game with a number of playings in which you have had an opportunity to observe and record the feedback.

Performance Criteria
Submit the game with purpose, rules, procedure, and technique for scoring. Evaluate the game and indicate the revisions or areas where improvement was made as a result of game playing. The game will be evaluated for:
1. its internal consistency
2. evidence of your analysis of the learning task
3. creativity, or power of motivation

MADONNA COLLEGE COMPETENCY Presentation of a Scientific Concept
Demonstration-Experiment

Activity
Choose a science demonstration-experiment for a particular grade level with one of the following purposes in mind: (1) to set a problem, (2) to illustrate a point, (3) to help solve a problem, (4) as a review, (5) to serve as a climax. Develop objectives, design procedures and materials, consider levels of student participation, and evaluate outcomes in student behavior.

Performance Criteria
You will be evaluated on the following:
1. specifying a set purpose for the demonstration and identifying objectives in terms of student behavior
2. acquainting students with the procedures and materials used
3. involving student participation in the demonstration (physical and/or mental participation)
4. evaluating student behavior in terms of the objectives

OBJECTIVES

COMPETENCY

Demonstrates knowledge of stating and implementing objectives in terms of learner need and performance.

MEAP Pupil Performance Objectives

SL	2,3,4,6,12,14,15
WR	2,3,4,5,6,7,8,9,11,13,15,16,17,18,20,21,26,27,30,32,33
RE	1,2,3,4,5,7,8,9,11,14,15,18,19,20,21,25,26,28,29,30,32,34,35,36,37, 40,41
AR	All
ME	All
GEO	All
AL	All
PS	All

KNOWLEDGE/COURSE

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ENABLING CRITERIA

Demonstrates assimilation of theory and content related to learning objectives.

CONTRACT

Given specific information in a content area, the teacher will sequence two sets of five cognitive objectives in order of difficulty according to the content curriculum guide.

CONTRACT

Given a learner profile of specific needs and a list of content objectives, the teacher will select the objectives that best meet the specific needs.

ENABLING CRITERIA

Applies theory in simulation/teaching situations as demonstrated by specific contracts.

CONTRACT

Given a learner profile of a specific need, the teacher will:

1. formulate an objective according to the specific need
2. design a lesson plan to implement the objective
3. present the lesson

CONTRACT

Given a small group of learners with identified needs, the teacher will:

1. formulate objectives to the specific needs
2. sequence the objectives in terms of content and student abilities
3. design a lesson plan to implement at least one objective
4. present the lesson

MADONNA COLLEGE COMPETENCY Defining Goals

Activity
Contact a teacher who is willing to be interviewed for 20-30 minutes about a classroom goal or problem on which he would like to work toward a solution. Your goal is NOT to propose a solution for any problem. Instead it is to get the problem out in the open, state it in clear behavioral terms and set up a method of measuring the relevant student behavior.

Performance Criteria
You will be evaluated on achievement of the following objectives:
1. stating goals in measurable terms
2. setting priorities among goals
3. developing rudimentary measurement plan(s) for collecting relevant data
4. maintaining rapport during the interview
5. writing brief record(s) useful to the teacher.

You are responsible for:
1. making an audio-tape of the interview
2. completing an Interview Memo and a Problem Document
3. completing a self-analysis of the interview tape
4. arranging for a conference within the week following completion of the project

The following aids are provided to help you achieve the objectives:
1. a set of guidelines for interviewing
2. two forms. a)Interview Memo
   b)Problem Document
3. guidlines for writing the memo
4. a checklist for determining your interview rapport

MADONNA COLLEGE COMPETENCY-Tutoring - Setting Goals - Evaluating Progress

Activity
Identify a student(s) in a subject area and grade level of your choice and tutor him on at least eight different occasions. Determine his entry level skills, his strengths and weaknesses. Help him toward a higher level of achievement than he had when you began to work with him.

Performance Criteria
You will keep a log of your work with the student. The log which will be submitted to the instructor should include the following:
1. a statement of the problem you selected to handle
2. a description of what you and the student did during each session
3. your observations about the child
4. a record of changes in your plan of action as a result of observations and other valid data.

A conference after the initial and final session is required in which you will briefly explain your performance objectives and measurement plan, and what motivational techniques you are employing.

IDENTIFY ENTRY LEVELS

COMPETENCY

Demonstrates ability to identify entry level skills of learners, plans and implements specific learning activities as group and/or individual shows readiness.

MEAP Pupil Performance Objectives

SL	3,4,5,6,8,12,14,15,18
WR	2,3,5,6,7,8,11,13,15,16,17,18,20,26,30,31
RE	1,2,3,4,7,8,11,14,15,17,21,25,26,29,35,40,41
AR	All
ME	All
GEO	All
AL	All
PS	All

KNOWLEDGE/COURSE

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ENABLING CRITERIA

Demonstrates adequate knowledge of assessment techniques, individual learning styles and content areas in order to be able to discover entry levels of learners.

CONTRACT

Given a specific content area and a specified objective, the teacher will select from a list and sequence the skills which are prerequisite for the objective.

CONTRACT

Given a learner profile in a specific content area and a list of objectives the teacher will list:

1. objectives the learner has mastered
2. objectives the learner is ready to begin working on
3. objectives the learner is not ready to begin working on

ENABLING CRITERIA

The teacher is able to utilize knowledge of various learning skills and levels of attainment in planning instructional objectives for each learner.

CONTRACT

Given a learners profile and a specific content area, the teacher will:

1. identify the next level of learning
2. plan a lesson involving that level of learning
3. implement the lesson

CONTRACT

Given two learners who demonstrate below-level progress in a specific content area the teacher will:

1. determine entry level skills
2. develop a program to promote progress on the part of each learner
3. record the progress

TEACHING RESOURCES

COMPETENCY

Demonstrates ability to select, develop and use appropriate teaching resources.

MEAP Pupil Performance Objectives

SL 2,3,5,7,8,9,10,11,12,13,14,15,17,19,20

WR 2,3,5,16,20,24,26,30

RE 2,3,4,5,6,7,8,9,10,11,13,14,17, 19,20,22,23,24,25,26,27,28,29,31,32,34,35,37,38,41

AR All

ME All

GEO All

AL All

PS All

KNOWLEDGE/COURSE

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ENABLING CRITERIA

The teacher is able to assimilate and use knowledge related to teaching resources.

CONTRACT

Given brochures and access to materials and texts in a specified content area the teacher will make a listing of those appropriate at differing grade and skill levels.

CONTRACT

Given access to audio-visual media, the teacher will demonstrate her/his knowledge of the media by:
1. describing the use of each in a classroom
2. listing positive and negative aspects of each

ENABLING CRITERIA

Applies theory and understanding in simulation/teacher situations as demonstrated by specific contracts.

CONTRACT

Given a specific content area, the teacher will develop audio-visual materials for teaching presentation.

CONTRACT

Given a specific content area, the teacher will make arrangements for a resource person to present an instructional program to his/her class.

MADONNA COLLEGE COMPETENCY Multi-Media

Activity
Prepare a 5 to 10 minute presentation in a specific skills area at a grade level of your choice using three types of audio-visual materials. Plan and direct a follow-up instructional project to be completed or performed by the students.
Performance Criteria
You will be evaluated on the basis of:
1. the effect of the multi-media presentation in motivating the students.
2. the students'success in reaching the objective through the medium of the instructional project in which they were engaged.

ASSESSMENT AND EVALUATION

COMPETENCY

Demonstrates ability to assess learner entry skills and knowledge of procedures for the process of assessment and evaluation.

MEAP Pupil Performance Objectives

SL	4,5,7,8,9,10,11,12,13,16,17,18
WR	1,2,6,7,8,9,10,11,13,16,17,18,19,20,21,26,27,28,29,31,32,33
RE	1,2,3,4,5,7,8,9,11,12,14,15,17,18,19,20,21,22,23,24,25,26,28,29,30,32,34,35,36,37
AR	All
ME	All
GEO	All
AL	All
PS	All

KNOWLEDGE/COURSE

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ENABLING CRITERIA

Gives evidence of understanding major theoretical concepts related to standarized and teacher-made tests for the purpose of assessment.

CONTRACT

Given a cumulative record, the teacher will identify data obtained through informal means, such as: (1) teacher-made tests, (2) observations, (3) anecdotal records and (4) colleagues.

CONTRACT

Given a list of standarized tests the teacher will determine on the basis of validity and reliability the appropriate tests for specific content areas and levels of performance.

ENABLING CRITERIA

Applies theory and understanding in simulation/teaching situations as demonstrated by specific contracts.

CONTRACT

Given a group of learners of a particular level, the teacher will:

1. determine the kind of standarized test or informal tool of assessment to be used to identify the learners' skills in a specific content area
2. administer and score the selected tests and interpret the results
3. identify the entry skills of the learners in terms of the results

CONTACT

Given termination of a program of learning activities, the teacher will discuss the evaluative results obtained with an instructional supervisor and formulate methods for improvement.

MADONNA COLLEGE COMPETENCY

Design and Validation of Instruction Individualization

Activity
Choose an area of achievement appropriate to a particular grade level and develop a unit of instruction to achieve its mastery. Design a strategy to individually analyze the entry skill deficiencies of at least five students and to validate the instructional package. Individualize the unit with students in a group situation.

Performance Criteria
You will be evaluated on the following:

1. pre-test identification of the basic skills necessary to receive instruction
2. fulfillment of the components of a validated unit of instruction
   a) identification of the criterion items
   b) provision for the differentiated entry levels of students
   c) sequencing the instruction
3. the percentage of students in the group who acquire the desirable concept or skill mastery from your validated unit of instruction.

EVALUATION SYSTEM

COMPETENCY

Demonstrates skills in devising and maintaining a system of evaluation of learner progress.

MEAP Pupil Performance Objective

SL	5,7,12,13,14,15,16,17
WR	1,2,6,7,8,9,10,11,13,15,16,17,18,19,20,21,27,28,29,30,31;33,34
RE	1,2,3,4,7,8,11,14,17,19,26,29,34,35,36
AR	All
ME	All
GEO	All
AL	All
PS	All

KNOWLEDGE/COURSE

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ENABLING CRITERIA

The teacher will be able to evaluate a learner on his accomplishments in terms of objectives rather than on a set of norms.

CONTRACT

The teacher will devise a system of keeping learner records which include individual evaluation record forms provided each learner by the local board of education.

CONTRACT

The teacher will select interim and terminal test instruments which reflect the objectives of the course and will successfully monitor learner progress toward instructional goals.

ENABLING CRITERIA

The teacher devises opportunities for learner self-evaluation and assists in this task.

CONTRACT

Given a teacher-developed "Progress Chart" which specifies those skills to be achieved by a particular learner in a certain subject matter area, the learner will record his progress over a specified period of time.

CONTRACT

Given the termination of a lesson or a unit of work, the teacher will conduct teacher/learner evaluative sessions for at least one-half of the learners in the group.

MADONNA COLLEGE COMPETENCY

Evaluations Record Keeping

Activity

Develop and maintain an individual student progress chart and an evaluation record keeping system for a group of 30 youngsters in a subject area and grade level of your choice. The evaluation system is to be kept over a period of at least two weeks. The record keeping system should provide information about each student's progress as well as the group performance in acquiring the set of objectives or basic skills.

Performance Criteria

You will be evaluated on:

1. the efficiency of the record keeping system
2. the appropriateness of the objectives or basic skills you chose to evaluate.

EVALUATING INSTRUCTIONAL PROCESS

COMPETENCY

Demonstrates the ability to evaluate the instructional process and to redesign and implement changes as indicated.

MEAP Pupil Performance Objectives

SL	1,2,3,5,6,7,8,9,12,13,14,15,16,17,19
WR	1,2, 4,5,6,7,8,9,10,11,13,14,15,16,17,18,20,21,23,26,27,28,29,30,31,32,33,34,36
RE	1,2,3,4,5,6,7,8,9,11,12,14,15,16,17,18,19,21,22,23,24,25,26,28,29,34,36,37,39,40
AR	All
ME	All
GEO	All
AL	All
PS	All

KNOWLEDGE/COURSE

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ENABLING CRITERIA

The teacher gives evidence of understanding the employment of evaluative data and instruments in the instructional process.

CONTRACT

Given simulated data on learner test results the teacher will give three possible modifications of the instructional program.

CONTRACT

Given a specific feedback from evaluative tools administered on a group of learners the teacher shows ability to redesign the instructional program by deletion, resequencing and/or rewriting goals and objectives, or modifying instructional materials and activities.

ENABLING CRITERIA

Applies theory in simulation/teaching situations as demonstrated by specific contract.

CONTRACT

Given data related to learner strengths and weaknesses, the teacher will redesign the program to enhance and remediate, either in terms of learner-centered activities or implementation of supportive materials.

CONTRACT

Given feedback from learner evaluations, test results, teacher's personal insights, and colleague interaction, the teacher will analyze instructional process to determine learner success in accomplishing objectives in the classroom.

MADONNA COLLEGE COMPETENCY

Test Construction

Activity
Develop an end of a year examination, capable of being administered in one hour period for a subject matter area and grade level of your choice based upon a clear statement of performance objectives and criterion items appropriate to that performance.

Performance Criteria
You will be evaluated on the basis of an analysis of the test items in relation to the criterion items. Explain your choice in the sampling of items. Provide the scoring key and a system of grading as well as a guide for evaluative feedback to the student.

Reading Diagnosis and Remediation

Activity
Given a child at any grade level with reading deficiencies, identify through testing the child's reading skill needs and help the student during the term overcome to some degree his deficiencies by using an appropriate reading approach. The degree of improvement required will be decided by the instructor and teacher candidate after the child's needs have been determined.

Performance Criteria
A log or diary of the learning sessions should be kept. The log should include the following:

1. diagnosis of the reading deficiencies
2. performance objectives to be achieved
3. daily lesson plans including objective, materials, procedure and evaluation
4. over-all evaluation

A conference must be scheduled after the first and final session and whenever else it is considered necessary or useful.

Advanced Activity
Given a group of 3 to 5 children considered not to be reading at expectancy level, identify (e.g. through testing) their areas of weakness (e.g. auditory or perceptual development), list the principles and procedures to follow with each student in order to help him overcome his deficiencies. Individualize the learning of this group of students to meet their needs. Design a record keeping device to monitor their progress.

TEACHER SELF-EVALUATION

COMPETENCY

Demonstrates ability in devising a self-evaluation program and employing it in the classroom setting.

MEAP Pupil Performance Objectives

RE 5,18,22,34,36,39

KNOWLEDGE/COURSE

ENABLING CRITERIA

The teacher understands various types of teacher behaviors existent in classrooms and is able to evaluate the worth of these behaviors in successful teaching.

CONTRACT

Given a videotape of a teaching situation, the teacher is able to analyze and identify various behaviors on the part of the teacher and how they affected the learning process.

CONTRACT

The teacher will be able to list the principal teacher behaviors and their positive and negative effects on classroom learning.

ENABLING CRITERIA

The teacher is able to evaluate his/her behavior in the classroom before learners and plan needed change.

CONTRACT

The teacher is able to construct a mini-lesson containing one or two objectives and then present the lesson to a small number of learners. The objectives of the lesson are structured so as to elicit desired learner behaviors through planned teacher behaviors.

CONTRACT

The teacher is able to evaluate his/her performance in a mini-lesson situation and devise strategies of self-improvement.

LEARNING THEORY AND REINFORCEMENT

COMPETENCY
Demonstrates knowledge of basic social learning theory and is able to successfully apply appropriate reinforcement techniques in learning/behavior situations.

MEAP Pupil Performance Objectives

SL	1,2,4,6
WR	4,14,24,35,36,37
RE	10,12,16,18,27,30,33,38,39

KNOWLEDGE/COURSE

_____

_____

_____

ENABLING CRITERIA
The teacher is able to assimilate and utilize knowledge concerning the principles of reinforcement in learning.

CONTRACT
Given a short film or videotape the teacher will identify instances of positive and negative reinforcement, be able to recognize visible physical and emotional problems of learners in that classroom, and set up schedules of positive reinforcement for the group of learners.

CONTRACT
Given a simulation situation the teacher will be able to identify learners with specific behavioral/physical problems and to what persons or agencies they need to be referred.

ENABLING CRITERIA
The teacher is able to use appropriate reinforcement strategies in the classroom setting.

CONTRACT

Given a classroom situation the teacher will be able to construct schedules of positive and/or negative reinforcement, write behavioral contracts with learners, and be able to evaluate the results on the learning process.

CONTRACT
Given a classroom situation the teacher will utilize techniques that allow for maximum learner involvement, clarification of values and creation of a positive learning atmosphere devoid of critical, sarcastic and threatening teacher behaviors.

MADONNA COLLEGE COMPETENCY Teaching Values Multi-Culture
Activity
Given a multi-cultural group of teenagers (about 20) prepare and teach a lesson in values related to one of the social problem areas, (such as drugs, alcohol, abortion, pilfering, polution, etc.)
Evaluative Criteria
You will be evaluated on both the planning procedure and on the actual classroom performance

1. The planning should consider:
   a. objectives
   b. materials
   c. technique
   d. evaluation
2. The classroom performance will be judged upon demonstration of such skills as:
   a. asking provocative questions which encourage thinking
   b. stimulating all students to participate
   c. accepting other persons point of view
   d. holding a personal value system
   e. not inflicting ones value system on others by verbal or nonverbal behaviors.

TEG52222

MADONNA COLLEGE COMPETENCY

Behavior Management
Reinforcement

Activity
Observe a classroom(s) in operation in order to identify and describe 4 or 5 different kinds of disruptive behavior situations. With help from talking with the child, his peers, the teacher and/or parents

1. describe the behavior
2. seek to determine the cause of the behavior
3. suggest a possible treatment or describe the treatment used
4. analyze the possible or actual effects of the treatment

Performance Criteria
You will be evaluated on the above criteria. You may either simulate the situation on paper or execute the behavior in an actual classroom situation. Choose an appropriate media for your report, e.g. case study, outline and conference, small group discussion with tape.

POSITIVE REINFORCEMENT IN CLASSROOM

COMPETENCY

Demonstrates knowledge and evidence of behaviors consistent with creating a positive environment in the classroom.

MEAP Pupil Performance Objectives

SL - 1,2,3,4,20
WR - 4,12,14,19,25,37
RE - 10,12,16,27,30,33

KNOWLEDGE/COURSE

_____
_____
_____

ENABLING CRITERIA

The teacher is able to assimilate and apply theory and knowledge about positive classroom environments.

CONTRACT

The teacher is able to critique a short film sequence of a classroom teaching situation in terms of what the teacher might have or might not have done in creating a more positive atmosphere for learning.

CONTRACT

The teacher is able to list teacher behaviors that help in creating positive classroom environments taking into account values and characteristics of culturally different learners that necessitate certain teacher behaviors.

ENABLING CRITERIA

The teacher is able to show fair and judicious behavior in a classroom setting.

CONTRACT

Given a contract between teacher and learner the terms are kept by both teacher and learner.

CONTRACT

Given a classroom situation in which correction of learner is necessary the teacher will clearly explain the rules of the classroom and state why the learner is being corrected.

MOTIVATION AND SELF-CONCEPT

COMPETENCY

Demonstrates skills and knowledge that facilitate learner motivation and self-concept.

MEAP Pupil Performance Objectives

SL 1,4,5,6,7,8,11,17,18,19,20
WR 4,12, 14,19,22,23,25,35,36,37
RE 10,13,16,27,20,22,27,39,41
ME(IIB) 1-12

KNOWLEDGE/COURSE

_____

_____

_____

ENABLING CRITERIA

The teacher shows evidence of knowledge concerning the utilization of variables used in guiding a learner to work to his/her fullest capacity.

CONTRACT

The teacher will be able to list environmental variables which can be used to stimulate a learner.

CONTRACT

The teacher will demonstrate knowledge of strategies which aid in the development of a positive self-concept in the learner by listing them and giving examples as to how they might be employed in a classroom setting with learners.

ENABLING CRITERIA

The teacher is able to devise strategies which involve children in the total learning program and make them feel part of a learning team.

CONTRACT

The teacher applies pairs of external reinforcers with consciousness of feelings of success and satisfaction so as to move learners from a dependency on external reinforcers to self-motivation and self-direction.

CONTRACT

Given a conference between the teacher and parent, devise a series of supportive activities to reinforce learning within the classroom on the part of the learner.

MODONNA COLLEGE COMPETENCY _ Motivation

Activity
Observe a classroom for a few days to identify 3 or 4 students having motivational problems. Analyze their behavior. Classify and describe the factors which seem to account for their negative motivation or lack of motivation. Personally talk with the student in order to discover sources or reasons for the behavior, to help the student realize what is happening, and to help the teacher with cues for designing an environment conducive for change.
Performance Criteria
You will be evaluated on the basis of the case studies you report. They should give evidence of the following:

1. understanding growth and development
2. nature and effect of reinforcement
3. nature of the interpersonal relations
4. understanding the effect of the treatment if one was being administered.

COMPETENCY

Demonstrates the ability to assist the learners in developing their capacity for self-direction and assisting them in their setting of realistic goals in learning experiences.

MEAP Pupil Performance Objectives

SL 1,2,7,10,12,13,18,19,20

WR 12,22,23,24,25,29,35,36,37

RE 13,16,31,39,41

KNOWLEDGE/COURSE

ENABLING CRITERIA

The teacher is able to synthesize information of learner attitudes and behaviors with instructional objectives and goals.

CONTRACT

The teacher shows ability to take a list of learner attitudes and devise specific strategies to direct those attitudes toward learning objectives.

CONTRACT

The teacher demonstrates the ability to devise a list of realistic goals for learners at various grade and skill levels.

ENABLING CRITERIA

The teacher is able to engage in verbal interaction with learners in a constructive manner concerning goals on a group and individual basis.

CONTRACT

Given the introduction of a unit of study, the teacher will lead the class in a discussion wherein the learners will:

1. formulate the objectives to be achieved in the unit
2. formulate the objectives to be achieved in a lesson of the unit
3. formulate their objectives in accordance with their needs, interests, and abilities

CONTRACT

Given the introduction of a unit of study, the teacher will lead the class in a discussion wherein the learners will formulate at least fifty percent of the objectives and concepts to be achieved in the unit.

MADONNA COLLEGE COMPETENCY

Activity Grouping Life Skills

Given a group of approximately 30 students at a grade or age level and a subject area of your choice (e.g. reading) the teacher candidate will group the students to study a topic or concept, will identify and give reasons for such choice and will design and monitor an instructional package for each so that all may individually achieve the same life skills major objective.

Performance Criteria

You will be evaluated on the following:

1. the appropriateness of the grouping procedure
2. the appropriateness of the learning modes and materials for each group.
3. the appropriateness of the learning sequence to the life skills objectives.

You may either simulate the situation on paper or execute the behavior in a classroom.

Design of the CBTE Program

Competency based teacher education programs have been undergoing a great deal of criticism in the past several years from many sectors of the teacher education community. The principal criticism has been their apparent mechanization of the teaching process into minute detail. Thus, their critics have stated in journal article after journal article that CBTE programs attempt to identify thousands of teaching competencies but fail to include what to these critics is really important--the relationship between the teacher and the learner. Critics of CBTE maintain that the quality of this relationship is the prime ingredient for success of the learning experience. Exactly how you achieve this relationship and how you prepare teachers to achieve it is not quite clear, at least to me, as I survey the literature.

On the other hand, apparently teacher education possesses a growing group that claims that the teaching process can be broken down into identifiable teaching skills and learner behaviors. This more empirically oriented group might be called a "scientific" teacher education school. They maintain that learners evidence educational skills and that these skills must be manifest actions of precise and identifiable teaching skills.

Unfortunately, there does not yet seem to be a middle group where the normative groups can find some common ground with the empirical competency based groups. The purpose of this paper is to show that there are some teaching skills (or if you wish, competencies) that are common to all teachers at all levels--i.e., "generic" skills or competencies, if all educators can agree upon the issue that some common skills do exist in teaching, then the groundwork has been established for an educational system which can be held accountable for its instruction.

During the 1974-75 academic year, I served as sustaining consultant to a competency based teacher education project grant to Madonna College (Livonia, Michigan) from the state of Michigan. This consulting role complemented my role as Chairperson of the Michigan Consortium of Colleges and Universities on Competency Based Education.

The primary task was to identify a series of generic teaching competencies that would span the K-12 system. Once these competencies or skills were identified then an implementation system was to be designed, and preservice and inservice teachers were to be taught, observed, and evaluated concerning the identified generic competencies.

The process used to identify these competencies was tc have the Madonna faculty develop what they thought to be a set of generic competencies. Teacher education faculty members and students completed this assignment within a summer recess period. This portion of the Project was completed in cooperation with the Oakland University Faculty.

After the completion of these competencies and the processes by which they could be implemented, the next logical step was to receive direct input from professionals in the field.

For two semesters, project personnel met with master teachers in meetings throughout the Detroit metropolitan area to elicit what teaching skills field professionals felt to be most vital to the teaching profession. This long series of meetings finally produced a large stack of skills, competencies, and general ideas about teaching. I then went through these materials and synthesized them into seventeen generic teaching competencies. Again, it should be emphasized that these competencies were arrived at through the process of input from faculty, professionals in the field, and teacher education students.

The next part of the project design was to develop specific contracts and enabling criteria for the competencies. These are intended to be nothing more than illustrations and guides to teacher educators for implementation of the competencies. The enabling criteria are the necessary conditions which must be present for the competency to be demonstrated; the contract is the precise (observable and measurable) manner in which the competency will be demonstrated.

In addition, the generic competencies were examined and correlated with the Pupil Performance Objectives of the Michigan Educational Assessment Program in the areas of Communication Skills (Reading, Language Arts, and Writing) and Mathematics. States such as Michigan have statewide sets of learning objectives which are minimal skills levels for all children in the public school systems. Also provided is an annual statewide assessment of the acquisition of these skills. Special compensatory monies are then made available to districts which have sizable numbers of children not meeting minimal pupil performance objectives.

The generic competencies developed in the project did correlate with the pupil performance objectives, thus giving a picture of how the teaching skills matched pupil skills. It seems only logical that statewide minimal pupil performance skills should reflect identifiable sets of teaching skills.

The generic competencies are also matchable to other states assessment programs. An example would be Oregon, where twenty-five pupil performance skills have been developed and tested for in the area of reading. It would seem possible that through monitoring of generic teaching skills, academic achievement could be elevated in some degree. This is of course, taking into account the myriad of variables associated with academic achievement.

Development of specific competencies on the parts of students and teachers in each subject area is now the target of the competency education program in the state of Michigan, and grant monies have been let out to various teacher education institutions to develop these specific competencies. However, the foundation of all competency based programs must be the common denominator--the generic competency. In fact, the argument can be made that generic competencies probably exist in every profession, not only in teaching.

If the educational profession is going to produce competent teachers, there must be some type of criterion-referenced evaluation to insure the competency of those teachers.

Management of the CBTE Program

Once the list of the generic competencies had been compiled it was necessary to pilot test them. Obviously, if the competencies could not be observed in a laboratory and field setting, the validity of their existence was very questionable.

Beginning in the fall of 1975, the teacher education faculty began teaching the skills necessary for successful demonstration of the generic competencies. Students were observed in educational laboratory settings, as well as in field settings in actual classrooms with children. This effort was combined with several other Madonna teacher education programs, such as the Right to Read program. Records were kept of the successful completion of the contracts which had been agreed upon by faculty members, cooperating teachers, and students regarding demonstration of the competency in question. Students were not allowed movement through the teacher education program unless contracts were successfully demonstrated to the satisfaction of the faculty member and cooperating teacher. Recycling was quite common in the first two semesters of implementation. The specific generic competencies, their accompanying enabling criteria, and contracts for both laboratory and field settings are listed in the appendix.

The following is the script from a slide/tape presentation made regarding the implementation of the total program.

Narrative for the Tape

and Slide Presentation

THE DEVELOPMENT OF A COMPETENCY-BASED ELEMENTARY TEACHER EDUCATION PROGRAM

Madonna College
36600 Schoolcraft Road
Livonia, Michigan 48150

Michigan Department of Education, Teacher Preparation
and Professional Development, Project #75651

The Development of a Competency-Based
Elementary Teacher Education Program

Visual	Audio
#1. Teachers and Students Classroom Setting	Music
#2. Teacher and Student Individual Tutoring	
#3. The Development of a Competency-Based Elementary Teacher Education Program	
#4. Funded by: Michigan State Board of Education Department of Education Teacher Preparation and Professional Development Services	
#5. Produced by: Department of Education/Psychology Madonna College 36600 Schoolcraft Road Livonia, Michigan 48150	
#6. Madonna College Sister Mary Danatha, C.S.S.F. President	

		Audio
#7.	Project Directors: Kay Marshman Director, Phase 1 Sister M. Rachel, C.S.S.F. Director, Phase 2	Music
#8.	Consultants: June Slobodian Thomas Glass Sister M. Lauriana, C.S.S.F.	
#9.	Technological Advancements	In the past several decades the field of scientific technology has made great strides in many different directions.
#10.	Psycho-Educational Learning Center Madonna College	The field of professional education has also made significant advances. One of of these is a new way of teaching teachers.
#11.	Competency-Based Teacher Education Pre-Service and In-Service Programs	Many teacher training programs are now being put into Competency-Based models.
#12.	What is Competency-Based Teacher Education?	Competency-Based Teacher Education is just what it says it is: Competency.
#13.	A CBTE Program 1. Goals 2. Performance Objectives 3. Competency Demonstration 4. Assessment	A Competency-Based Teacher Program is composed of agreed upon goals and identified performance objectives, coupled with a performance and assessment of the student progress.

#14.	How do you build a CBTE program?	A teacher education is constituted of three vital elements (1) college faculty (2) educators in the field and (3) teacher education students. All three parties, working together, are necessary to construct a good program.
#15.	How do I get started in putting a CBTE Program together?	The first step is commitment from the institution's faculty. The necessary human and physical resources must be made available. A great deal of planning and coordination is vital.
#16.	Madonna College Teacher Education Faculty Meeting	Each faculty member must have a clear view of what CBTE is and how it will work. Most important is that each faculty member feels that he or she is a member of the CBTE team.
#17.	The Planning Process for an Elementary CBTE Program: Finding the Generic Competencies	The faculty should jointly decide what are the key skills or competencies each elementary teacher must have. These are called generic competencies.
#18.	Madonna College Faculty and Elementary School Teachers	Once the faculty decides on a group of generic competencies (general skills) it is time to receive input from the professionals in the field.
#19.	What is a Generic Competency?	Putting their heads together the teacher education faculty and professionals in the field can agree upon critical skills needed by all elementary teachers; again, these skills are called, generic competencies.

#20. Generic Competency

The student will demonstrate skill in devising and maintaining a system of evaluation of learner progress.

This is a common generic competency that just about everyone can agree upon as a necessary skill for all teachers. Remember though that all skills and competencies are like performance objectives and are not valid unless they can be observed and measured.

#21. Performance and Assessment of Competencies

At the same time the generic competency is identified, it is also necessary for all parties to agree upon how the student will perform the competency and how his or her performances will be measured.

#22. Contracts Enablers

Contracts and enablers help us measure the student's progress on the predefined competencies. The contract specifically states what the student must do and to what level of expertise. The enabler is what must be provided or be present for the student to successfully perform the contract.

#23. Contract

Given individual evaluation records provided by the school, the teacher will supply information to keep all pupils' records current.

This is a contract which states exactly what the student must do and to what degree of competence.

#24. Enabler

The student teacher devises procedures and forms in the classroom to keep a continuous check on learners' progress.

This is an enabler and its criteria. It makes it possible for the student to perform his contract.

#25. COMPETENCIES

Classroom	Field
contracts	contracts
enablers	enablers

Some generic competencies can be performed in a campus setting or in a special learning lab situation. Some competencies can only be best performed in the field. Thus, contracts and enablers are sometimes field tested and other times campus based.

#26. Student teacher working with students in a classroom setting.

Students must understand the components of the CBTE program in order to know what is expected of them.

#27. Classroom teacher and student teacher examining learning materials.

In a CBTE program students are not merely evaluated on the basis of a pencil and paper test or handling in some type of assigned project. Performance of pre-defined competencies is the name of the game.

#28. Faculty member, classroom teacher and student teacher.

The team of the classroom teacher, faculty member and student makes the decision whether all contract criteria have been met and if the student is ready to tackle the next competency.

#29. Michigan Educational Assessment Program Pupil Performance Objectives

In the State of Michigan many of the curriculum areas found in elementary and middle schools have defined pupil performance objectives for all pupils. These are minimum objectives which all children must meet.

#30. MEAP Pupil Performance Objectives

Almost all of the Michigan Pupil Performance Objectives relate directly to one or more generic competencies that most any CBTE Program would contain. It is important that CBTE Program competencies match up with local and state efforts. This is the reason for step number one: COORDINATION

#31. 1. COORDINATION

We cannot emphasize too much the importance of planning and implementing the CBTE program with the participation of all parties to be involved. With this in mind let us go through the rest of the basic steps necessary to put a CBTE program into operation.

#32. 2. COMMITMENT

Institutional and faculty support is a must. Students and professionals out in the field also must be supportive.

#33. 3. DISCOVERY OF GENERIC COMPETENCIES

Agreement by college faculty and professionals in the field as to what teaching skills are most important must be obtained.

#34. 4. CONTRACTS AND ENABLERS

Each agreed upon generic competency must have contracts and enablers to insure that it can be implemented, observed and assessed.

#35. 5. DEMONSTRATION AND EVALUATION OF STUDENT TEACHER PERFORMANCE

The cooperating teacher and the college instructor assess the student's laboratory or classroom performance according to the pre-defined objectives to insure that the student is ready to move on to the next level of competency.

#36. 6. ASSESSMENT

Total assessment of the degree to which objectives have been reached must also be made to determine whether the total CBTE program has resulted in an increase of learning.

#37. 7. WHERE DO YOU GO FROM THIS POINT?

The next logical step after developing generic competencies is to identify competencies in specific subject areas. Curriculum and evaluation instruments must also be developed. This slide tape is just meant to give you an idea as to where to begin.

Perhaps this audio-visual presentation of the Education Department of Madonna College will generate a desire to initiate further innovative approaches.

PROCEDURAL GUIDE

to accompany

The Development of a Competency-Based

Elementary Teacher Education Program

Madonna College
36600 Schoolcraft Road
Livonia, Michigan 48150

Michigan Department of Education, Teacher Preparation
and Professional Development, Project #75651

INTRODUCTION

This set of cards is part of a project that was developed by Madonna College. The development of this Competency-Based Elementary Teacher Education Program was funded in February 1975 by the Michigan Department of Education.

Madonna College with faculty and student input had combined its previously developed generic competencies with those of Oakland University/ Pontiac Schools. These competencies were then cross-listed with the Michigan Educational Minimal Performance Objectives in Communication Skills and Mathematics. After the competencies were specified they were then field-tested by Madonna College Teacher Education students in the Inkster Public Schools. This field centered experience, combined with the academic learning, is given priority in the Madonna College Teacher Training Program. Field

experience allows the student and the teacher educators to recognize whether the student belongs in the profession. It also makes available a job situation in which the student's professional competence in performing tasks is assessed.

The project is an attempt to utilize the competency-guided approach in all phases of the program, whether learning activities occur in class, in the field, or in the laboratory.

It is hoped that others will benefit from the development of these competencies and will expand upon them.

Sister M. Rachel, C.S.S.F.
CBTE Project Director
Madonna College

PROCEDURAL GUIDE FOR CARD FILE

I. - Organizing

II. - Comprehending

III. - Relating

IV. - Integrating

V. - Using & Extending

VI. - Defining

I. Organizing

A. Insert division cards in front of appropriate sections. Then notice the numbering system. Cards are numbered on the back so that you can rearrange order or add cards to meet your present and future needs. Next, study the Key with its references to the State Department of Education minimal Performance Objectives. Then look at #VI - Defining and note the way this program uses the following: Competency-Based Teacher Education, Competency, Enabling Criteria, Contract, Generic Competency and a few other selected definitions.

B. Note the Color Coding System:

White	-	Category Card
Salmon	-	Generic Competency
Blue	-	Enabling Criteria and Enabling Contracts Conceptual
Yellow	-	Enabling Criteria and Enabling Contracts Demonstration
Green	-	Madonna Extended Activity Contract

C. Survey the major divisions, enablers, and contracts. Reflect on these as to the possibilities for use with your students/your teacher training program.

D. Refer to the Narrative for the Tape and Slide Presentation entitled "The Development of a Competency-Based Elementary Teacher Education Program."

II. Comprehending

A. Study carefully the stated competency and the contracts so that you comprehend their relationship.

B. Study the enabler given for each competency. Give special consideration to your own needs so that, if need be, you might improve these or develop your own. Place your additions on colored cards different from those used in the Card File.

C. Scrutinize the competencies. Are they appropriate for your own teacher training program? Do you need to develop others to suit your needs? If so, place your additions on colored cards different from those used in the Card File and file them under the appropriate category, or establish new categories.

III. Relating

A. If you have previously developed competencies, enablers, and contracts, copy yours on cards and file them under the nearest major categories in the file.

B. Call together a group of your peers for a review and discussion of the Procedural Guide and Card File. Undoubtedly, a group study will provide you, the potential user of this program, with recommendations for its use in a manner that will be specifically related to your Teacher Education Program.

IV. Integrating

A. Look at your competencies and those in the Card File to see if similar competencies could be combined into a single statement. If so, do so, making necessary changes on the card.

B. Follow the same procedure for enablers and contracts.

C. Scrutinize your completed work - your competencies, enablers, and contracts. These, now, should reflect your institution and your teaching.

V. Using and Extending

A. Present the file and its contents to your students -- discuss the appropriate areas with the respective class.

B. Encourage, allow, assign the students to work through the various competencies and react and present feedback.

C. Adjust the required competencies, enablers, and contracts to accommodate student reactions.

D. Study the State Pupil Performance Objectives in areas other than Language Arts and Mathematics. Decide how to fit these into the File. Involve faculty and students.

E. Observe, measure, test, if possible, changes in students which result from contact with your pre-service and in-service trained teachers.

VI. Defining (some selected words specific to this program)

A. Competency-Based Teacher Education - a systematic design of a teacher education program whose specific goal is competency, that is, a mastery of certain teaching skills as demonstrated at a pre-determined level of expertise.

B. Behavior - any act, or collection of acts, by a person: a visible activity displayed by the learner.

C. Competency - knowledge, skills, behavior patterns characteristic of effective teaching. Competencies are derived from explicit conceptions of teacher roles and made public in advance to the student.

D. Generic Competency - a skill common to all teachers.

E. Contract - an exact statement of what the student must do and to what degree of competence.

F. Criterion - Standard or test by which terminal behavior is evaluated.

G. Enabling Criteria (Evidence) - criteria applied in assessing the competency:
performance-demonstration of a required teaching behavior
knowledge-demonstration of a required cognitive understanding
product-demonstrated changes in pupil behavior as a result of teaching.

H. Level (degree) of mastery - related to objectives which are quantifiable. Mastery is inferred from a demonstration of a set of performances.

I. Objective - (behavioral objective) (performance objective) statement which clearly and explicitly specifies a student behavior which will suggest that the student has mastered a desired learning; a quantifiable and/or observable achievement accomplished under specifiable conditions.

An objective has four identifiable parts:
(1) it specifies who the learner is
(2) what terminal behavior is required
(3) under what conditions it is to be performed, and
(4) the criteria of acceptable performance.